

**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grade 1**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text.	<b>1-1.1</b> Summarize the main idea and supporting evidence in literary text during classroom discussion. <b>1-1.7</b> Use relevant details in summarizing stories read aloud. <b>1-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>1-1.1</b> Summarize the main idea and supporting evidence in literary text during classroom discussion. <b>1-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order <b>1-1.7</b> Use relevant details in summarizing stories read aloud.	
3. Describe characters, settings, and major events in a story, using key details.	<b>1-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	
<b>Craft and Structure</b>		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>1-1.4</b> Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud. <b>1-1.6</b> Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text. <b>1-5.3</b> Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.	
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>1-1.9</b> Classify a text as either fiction or nonfiction.	
6. Identify who is telling the story at various points in a text.	<b>K-1.3</b> Understand that a narrator tells the story. <b>1-1.3</b> Analyze a narrative text to determine the narrator.	

Integration of Knowledge and Ideas		
7. Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	<b>1-1.2</b> Use pictures and words to make and revise predictions about a given literary text. <b>1-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order. <b>1-3.20</b> Use pictures and words to construct meaning.	
8. (Not applicable to literature)	<b>NA</b>	
9. Compare and contrast the adventures and experiences of characters in stories.	<b>1-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order. <b>3-1.5</b> Analyze the relationship among characters, setting, and plot in a given literary text.	
Range of Reading and Text Complexity		
10. With prompting and support, read appropriately complex prose and poetry for grade 1.	<b>1-1.11</b> Read independently for extended periods of time for pleasure.	
Reading Standards for Informational Text	Where Reflected in the 2008 SC ELA Standards and Indicators	
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	<b>1-2.1</b> Summarize the central idea and supporting evidence in an informational text during classroom discussion. <b>1-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
2. Identify the main topic and retell key details of a text.	<b>1-2.1</b> Summarize the central idea and supporting evidence in an informational text during classroom discussion.	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>1-3.20</b> Use pictures and words to construct meaning. <b>6-2.1</b> Analyze central ideas within and across informational texts.	
Craft and Structure		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>1-3.1</b> Use pictures, context, and letter-sound relationships to read unfamiliar words. <b>1-3.20</b> Use pictures and words to construct meaning. <b>1-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>K-2.5</b> Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader. <b>K-2.6</b> Understand graphic features (for example, illustrations and graphs). <b>K-2.7</b> Recognize tables of contents. <b>1-2.5</b> Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader. <b>1-2.7</b> Use functional text features (including tables of contents). <b>2-2.7</b> Use functional text features (including tables of contents and glossaries) as sources of information.	

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words. 1-3.20 Use pictures and words to construct meaning.	
<b>Integration of Knowledge and Ideas</b>		
7. Use pictures, illustrations, and details in a text to describe its key ideas.	1-2.6 Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information. 1-3.20 Use pictures and words to construct meaning.	
8. Identify the reasons an author gives to support points in a text.	1-2.1 Summarize the central idea and supporting evidence in an informational text during classroom discussion. 1-2.3 Distinguish between facts and opinions.	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	6-2.1 Analyze central ideas within and across informational texts.	
<b>Range of Reading and Text Complexity</b>		
10. With prompting and support, read appropriately complex informational texts for grade 1.	1-2.9 Read independently for extended periods of time to gain information.	
<b>Reading Standards: Foundational Skills</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	
<b>Print Concepts</b>		
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1-3.24 Distinguish among letters, words, and sentences 1-4.6 Edit for the correct use of written Standard American English, including capitalization - first word of a sentence, and punctuation - periods, exclamation points, and question marks.	
<b>Phonological Awareness</b>		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1-3.10 Create words by orally adding, deleting, or changing sounds. 1-3.11 Use blending to generate words orally. 1-3.15 Identify beginning, middle, and ending sounds in single-syllable words. 1-3.17 Use blending to read. 1-4.9 Identify sounds orally and in writing by segmenting words. 2-3.11 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	

### Phonics and Word Recognition

<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.(two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every <b>syllable</b> must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>1-3.2</b> Identify base words and their inflectional endings (including <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, and <i>-est</i>).</p> <p><b>1-3.4</b> Recognize high-frequency words encountered in texts.</p> <p><b>1-3.6</b> Use structural analysis to determine the meaning of compound words and contractions.</p> <p><b>1-3.12</b> Use onsets and rimes to decode and generate words.</p> <p><b>1-3.18</b> Spell three- and four-letter short-vowel words and high-frequency words correctly.</p> <p><b>1-3.19</b> Use known words to spell new words.</p> <p><b>2-3.11</b> Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.</p>	
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### Fluency

<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>1-1.11</b> Read independently for extended periods of time for pleasure.</p> <p><b>1-2.9</b> Read independently for extended periods of time to gain information.</p> <p><b>1-3.1</b> Use pictures, context, and letter-sound relationships to read unfamiliar words.</p> <p><b>1-3.7</b> Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.</p> <p><b>1-3.8</b> Use appropriate voice level and intonation when speaking and reading aloud.</p>	
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### Writing Standards

### Where Reflected in the 2008 SC ELA Standards and Indicators

### Text Types and Purposes

<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>1-4.3</b> Use pictures, letters, or words to tell a story from beginning to end.</p> <p><b>1-5.3</b> Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.</p> <p><b>6-5.4</b> Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p>	
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2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1-4.3 Use pictures, letters, or words to tell a story from beginning to end. 1-5.1 Create written communications (for example, thank you notes) for a specific audience.	
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1-4.3 Use pictures, letters, or words to tell a story from beginning to end. 1-5.2 Create narratives (for example, stories and journal entries) about people, places, actions, or things.	
<b>Production and Distribution of Writing</b>		
4. (Begins in grade 3)	NA	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1-4.3 Use pictures, letters, or words to tell a story from beginning to end. 1-4.5 Revise for word choice and simple sentence structure in written works. 1-4.6 Edit for the correct use of written Standard American English, including capitalization, punctuation and spelling.	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>This standard was not previously included in the SC standards.</b>	
<b>Research to Build and Present Knowledge</b>		
7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).	1-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures). 2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information. 1-6.4 Use the Internet with the aid of a teacher	
9. (Begins in grade 4)	NA	
<b>Range of Writing</b>		
10. (Begins in grade 3)	NA	
<b>Speaking and Listening Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	
<b>Comprehension and Collaboration</b>		
1. Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under	1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). 1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently. 1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.	

discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.		
2. Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	1-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
<b>Presentation of Knowledge and Ideas</b>		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses. 1-6.5 Use complete sentences when orally presenting information.	
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses. 1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information. 3-6.7 Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.	
6. Produce complete sentences when appropriate to task and situation.	1-6.5 Use complete sentences when orally presenting information. 1-4.2 Use simple sentences in writing.	
<b>Language Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	
<b>Conventions of Standard English</b>		
1. Observe conventions of grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i> ). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I</i> , <i>me</i> , <i>my</i> ; <i>they</i> , <i>them</i> , <i>their</i> , <i>anyone</i> , <i>everything</i> ).	K-4.9 Use uppercase and lowercase letters. 1-4.4 Use grammatical conventions of written Standard American English, including personal pronouns, common and proper nouns, singular and plural nouns, and conjunctions ( <i>and</i> , <i>but</i> , <i>or</i> ). 1-4.7 Use appropriate spacing between words. 1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word. 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing. 2-4.4 Use grammatical conventions of Standard American English, including personal pronouns, common and proper nouns, singular and plural nouns, proper adjectives, and	

<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</p>	<p>conjunctions (<i>and, but, or</i>).</p> <p><b>3-4.4</b> Use complete sentences (including compound sentences) in writing.</p> <p><b>3-4.4</b> Use grammatical conventions of written Standard American English, including comparative and superlative adjectives, prepositions and prepositional phrases, conjunctions (<i>because, since, yet, until</i>), and nominative and objective case pronouns.</p>	
<p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>1-3.18</b> Spell three- and four-letter short-vowel words and high-frequency words correctly.</p> <p><b>1-4.6</b> Edit for the correct use of written Standard American English, including capitalization names of people, and pronoun <i>I</i>; punctuation -periods, exclamation points, and question marks; and spelling - high-frequency words and three- and four-letter short vowel words.</p> <p><b>2-4.6</b> Edit for the correct use of written Standard American English, including capitalization – proper nouns, days of the week, months of the year, punctuation - commas in a series, commas in dates, and spelling - high-frequency words, basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant blend patterns.</p>	
3. (Begins in grade 3)	<b>NA</b>	
<b>Vocabulary Acquisition and Use</b>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><b>1-3.1</b> Use pictures, context, and letter-sound relationships to read unfamiliar words.</p> <p><b>1-3.2</b> Identify base words and their inflectional endings (including <i>-s, -es, -ing, -ed, -er, and -est</i>).</p>	

<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p><b>1-1.6</b> Explain how elements of author’s craft (for example, word choice) affect the meaning of a given literary text.</p> <p><b>1-3.3</b> Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p> <p><b>1-3.16</b> Classify words by categories (for example, beginning and ending sounds).</p> <p><b>1-6.3</b> Create categories (for example, plants and animals) to classify information.</p>	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>	<p><b>1-3.3</b> Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p>	